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ABSTRACT

This book analyzes the system-wide provision of English-as-a-Second Language (ESL) services in Australia, Canada, and England suggests that a truly responsive educational vision is lacking. They find government policies to be inadequate; educational practices for ESL students to be either underdeveloped or poorly coordinated with practices for other students; and the rhetoric of reform failing to address issues of teaching and resources. The book is divided into three parts of four chapters each. Part one, "Australia," includes the following: "ESL in Australian Schools: from the Margins to the Mainstream" (Chris Davison); "Current Policies, Programs, and Practices in School ESL" (Chris Davison); "Integrating Language and Content: Unresolved Issues" (Chris Davison, Alan Williams); and "Identity and Ideology: The Problem of Defining and Defending ESL-ness" (Chris Davison). Part two, "Canada," is made up of the following: "ESL in British Columbia" (Mary Ashworth); "The Second Language as a Medium for Learning" (Bernard Mohan); "Knowledge Framework and Classroom Action" (Gloria Tang); "Implementation of the Vancouver School Board's ESL Initiatives" (Margaret Early, Hugh Hooper). Part three, "England," includes "England: ESL in the Early Days" (Constant Leung, Charlotte Franson); "Mainstreaming: ESL as a Diffused Curriculum Concern" (Constant Leung, Charlotte Franson); "Evaluation of Content-Language in the Mainstream Classroom" (Constant Leung, Charlotte Franson); and "Curriculum Identity and Professional Development: System-Wide Questions" (Constant Leung, Charlotte Franson). A name and general index are appended. (Contains 456 references.) (KFT)